

SOC360H1S
Social Movements
University of Toronto
Tuesdays 10:10 — 12:00 (on-line)

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Office Hours: Fridays 14:00 to 15:00 (Online, via BB Collaborate)

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Course Description

This course examines the sociological study of collective action. Students will explore how movements in a variety of historical and global contexts endeavor to produce social change. In this process, we will examine political and cultural opportunities and obstacles, organizational dynamics, resources, collective action frames, strategies and tactics.

Prerequisites: 1.0 SOC FCE at the 200+ level. Students without this prerequisite will be removed without notice.

Learning Objectives

There are 5 learning objectives in this course:

- 1) To critically read, analyze and write about social movements
- 2) To understand and explain key ideas in the social movement literature
- 3) To draw connections between major findings and concepts
- 4) To apply insight from studies on social movements to pursue independent research on a self-chosen topic
- 5) To engage in ongoing discussions on contemporary issues related to social movements

Evaluation Components

Type	Due Dates	Weight
Take-Home Test 1	February 9	25%
Take-Home Test 2	March 16	25%
Reflection Pieces	Ongoing	20%
Research Paper	April 6	30%

Grading Descriptions

Take-home Tests

Twice (2) during the term, students will have to respond to a test question (worth 25% each, 2-3 pages, double-spaced). The first take-home assesses comprehension for the first part of the course, while the second take-home assesses comprehension for material covered in the second part (i.e., both readings and lectures). Students will receive the test prompt one week before the due date.

Reflection Pieces

Students are expected to come to class having read the assigned texts so that we can engage in lively group discussions. On four (4) occasions during the term, students will have to answer a reflection prompt based on the week's readings and their chosen case study for the research paper (each piece is worth 5%, 1 page, double-spaced). The prompt will be assigned at the end of the lecture, one week before it is due (see Course Schedule for due dates).

Research Paper

For the final research paper (5-6 pages, double-spaced), students will have to identify a social movement that interests and motivates them. It can be a historical case or a present-day example, including activism you were involved in or are currently participating in. Students will have to apply selected insight from the readings and their own research to their empirical case. More detailed guidelines will be provided on Quercus.

Late and Missed Test Policies

Handing in assignments

All assignments must be submitted electronically via Quercus. The instructor and TA will not accept electronic copies of assignments via email.

Deadlines

The assignments are due online via Quercus by 10:00 a.m. for the stated date. Please refer to the Due Dates stated on page 1 of the Syllabus and the Course Schedule.

Missed tests

Students cannot make-up tests unless they missed the original date for reasons beyond their control (such as, illness, accidents, funerals). If a student miss tests or submit assignments later for medical reasons, the student must contact me (not the TA) within 2 days of the missed test and declare their absence on the system (ACORN). For other reasons, such as family emergencies or personal reasons, they must have the college registrar email me. Students who have been approved to take the make-up tests will have one week to complete the test. However, the questions for the make-up test may be different from those on the original date. There will be no make-up for make-up tests.

Missed assignments

Students cannot make-up for assignments or submit late papers unless they missed the original date for reasons beyond their control (such as, illness, accidents, funerals). If a student miss tests or submit assignments later for medical reasons, the student must contact me (not the TA) within 2 days of the missed assignment and declare their absence on the system (ACORN). For other reasons, such as family emergencies or personal reasons, they must have the college registrar email me. Students who have been approved to submit a late paper must do so before the end of the approved extension (one week being the norm). Please note: I will not consider requests for extensions unless the situation is sudden, an emergency, or extraordinarily beyond control. There will be no make-up for make-up assignments.

Accessibility

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Student Responsibilities and Expectations

Email Policy

I will respond to your email within two business days (48 hours, except weekends and holidays). In an email exchanges, you must use your official University of Toronto email. Please also include the course code (e.g. SOC360) in the subject line and your full name and student number in your message. Please do not send a repeat email (e.g., “did you get my email?”).

In general, please treat emails as you would any other professional communication. You should be respectful in the way you address the instructor and the TA. Email is most suitable for questions that are clear, concise, and easily answerable. If you need help on course material, I strongly encourage you to attend office hours or make an appointment. For all general inquiries, please refer to the course syllabus.

Help from your Teaching Assistant

Your T.A. will hold scheduled office hours and respond to your emails. Please be judicious in your use of email. Use it only for questions that are brief and specific. Before sending a question by email, be sure to check the course outline to see if an answer is already available. Emails should not be seen as an alternative to doing the assigned reading or attending lectures. Expect to receive a response from your T.A. within two working days. For more in-depth discussions of the lectures, readings, tests and position papers, take advantage of your T.A.’s office hours.

Grade Appeals

The instructor and teaching assistants do their best to mark work fairly, consistently, and accurately. Nevertheless, one of us may unintentionally err in our marking duties. For basic mathematical errors, simply alert the TA of the error. In the case of more substantive appeals, you must wait at least 24 hours after receiving your mark. If you wish to appeal, please submit a thorough written explanation to your Instructor of why you think your mark should be altered. If your appeal is deemed appropriate, the entirety of your test/assignment will be re-graded. Please note that upon re-grade your mark may go down, stay the same, or go up. You have 7 days after receiving a mark to appeal it.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Course Schedule

Required readings

All course readings are accessible electronically. Unless otherwise noted, course readings will be uploaded on Quercus. Please refer to the proper week in the Modules tab.

Week 1 (January 12)

Course overview

Part 1. Causes**Week 2 (January 19)**

Resources and leadership

Readings:

1. Schradie, Jen. (2018). "The digital activism gap: How class and costs shape online collective action."
2. Andrews, Kenneth T., Marshall Ganz, Matthew Baggetta, Hahrie Han, and Chaeyoon Lim. (2010). "Leadership, membership, and voice: Civic associations that work."

Week 3 (January 26)***First reflection piece due by 10 am****Framing and resonance*Readings:

1. Bonilla, Tabitha, and Alvin B. Tillery. (2020). "Which Identity Frames Boost Support for and Mobilization in the #BlackLivesMatter Movement? An Experimental Test."
2. Ferree, Myra Marx. (2003). "Resonance and radicalism: Feminist framing in the abortion debates of the United States and Germany."

Week 4 (February 2)*Opportunities and constraints*Readings:

1. McCammon, Holly J., Karen E. Campbell, Ellen M. Granberg, and Christine Mowery. (2001). "How movements win: Gendered opportunity structures and US women's suffrage movements, 1866 to 1919."
2. King, Gary, Jennifer Pan, and Margaret E. Roberts. (2013). "How censorship in China allows government criticism but silences collective expression."

Week 5 (February 9)***Take-home test 1 due by 10 am*****Week 6 (February 16)***Reading Week***Part 2. Process****Week 7 (February 23)***Continuity and cohesion*Readings:

1. Flesher Fominaya, Cristina. (2015). "Debunking spontaneity: Spain's 15-M/Indignados as autonomous movement."
2. Ghaziani, Amin, and Delia Baldassarri. (2011). "Cultural anchors and the organization of differences: a multi-method analysis of LGBT marches on Washington."

Week 8 (March 2)***Second reflection piece due by 10 am****Centralization and decentralization*Readings:

1. González-Bailón, Sandra, Javier Borge-Holthoefer, and Yamir Moreno. (2013). "Broadcasters and hidden influentials in online protest diffusion."
2. Hassanpour, Navid. (2018). *Leading from the periphery and network collective action*.
3. Bail, Christopher A. (2012). "The fringe effect: Civil society organizations and the evolution of media discourse about Islam since the September 11th attacks."

Week 9 (March 9)***Third reflection piece due by 10 am****Sequences, interactions, and cascades*Readings:

1. Seguin, Charles. (2016). "Cascades of coverage: Dynamics of media attention to social movement organizations."
2. Jabola-Carolus, Isaac, Luke Elliott-Negri, James M. Jasper, Jessica Mahlbacher, Manès Weisskircher, and Anna Zhelnina. (2020). "Strategic interaction sequences: The institutionalization of participatory budgeting in New York City."

Week 10 (March 16)***Take-home test 2 due by 10 am*****Part 3. Outcomes****Week 11 (March 23)***Political and institutional*Readings:

1. Amenta, Edwin, Kenneth T. Andrews, and Neal Caren. (2019). "The Political Institutions, Processes, and Outcomes Movements Seek to Influence."
2. Bosi, Lorenzo, Marco Giugni, and Katrin Uba. (2016). "The consequences of social movements: Taking stock and looking forward."

3. McVeigh, Rory, David Cunningham, and Justin Farrell. (2014). "Political polarization as a social movement outcome: 1960s Klan activism and its enduring impact on political realignment in Southern counties, 1960 to 2000."

Week 12 (March 30)***Fourth reflection piece due by 10 am****Cultural, social and multi-institutional*Readings:

1. Armstrong, Elizabeth A., and Mary Bernstein. (2008). "Culture, power, and institutions: A multi-institutional politics approach to social movements."
2. Van Dyke, Nella, and Verta Taylor. (2019). "The cultural outcomes of social movements."
3. Coley, Jonathan S., Dakota KT Raynes, and Dhruva Das. (2020). "Are social movements truly social? The prosocial and antisocial outcomes of social movements."

Week 13 (April 6)***Research paper due by 10 am***